

# THE CATHOLIC LIBRARY WORLD



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## DIOCESAN COORDINATED PROGRAM OF LIBRARY SERVICE FOR CATHOLIC SCHOOLS

SISTER MARY TOBIAS, O.P.

## OBJECTIVES AND STANDARDS FOR HOSPITAL LIBRARY SERVICE

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## PROBLEMS IN CATALOGING A LARGE CATHOLIC BOOK COLLECTION

REVEREND OLIVER L. KAPSNER, O.S.B.

NEWS AND NOTES

BOOK NOTES

# Compton Comment

AT the close of the New England regional conference at Swampscott, Nancy Hoyle and I spent a day in Boston. Early in the afternoon we visited the boys' and girls' room at the public library, and in spite of my familiarity with the room, I thought for a moment that we were in the wrong department. For, seated at the low tables, were ten or twelve young men, their long legs sprawled into the room. All were studying or writing, oblivious to everything but what they themselves were doing.

These men, as you have already guessed, were veterans studying at near-by Boston University, which does not have enough study halls to accommodate its enlarged student body. Why these veterans choose to study in the children's room instead of in the adult reading room, Miss Toy, the librarian in charge of the room, does not know. They just arrived one day, she said, and now make the room theirs until the after-school crowd of children arrive. Nancy and I think that the attraction is a combination of the informality of the room and the friendliness of Miss Toy and her staff. These veterans have discovered the encyclopedias, by the way. A virtually new set of Compton's already looks like a ten-year-old one.



CHILDREN'S librarians of public libraries get many a story from children which has nothing to do with books. So when a shy little Czech boy told a New York librarian that all the members of his family were work-

ing together to save ninety dollars, her query "And what for?" was merely a polite way of showing interest in whatever he chose to tell her.

"We are going to have a set of *Compton's Pictured Encyclopedia*," he said. "We have all looked at it. My little brother will enjoy the pictures. My sister and I will use it for our school work. Mother and Father will learn all about the United States from it."

I am grateful to the librarian who told me that story, and I was glad to bring it back to the writers and artists in our editorial department. Naturally we all have a keen desire to do the best job possible for the boys and girls. But a desirable personal element is added when we think in terms of that little Czech family of five who are denying themselves movies, candy, and perhaps more important things so that their quarters, nickels, and dimes may go into the purchase of a set of Compton's.

L. J. L.

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# The Catholic Library World

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### AFFILIATION



In the campaigns of recent presidents of the Catholic Library Association, repeated efforts have been made to affiliate our organization with the American Library Association. Through the medium of the American Library Association's Fourth Activity Committee, it is now proposed to merge the C.L.A. into a member group of the official national library association. We know that there are many members of our Association in favor of this proposal. We know too that many of our members are opposed to such a merger. To date only one expression of opinion has been received at the central office to the suggestion made in the December number. We cordially and earnestly request the democratic expression of the opinions of our membership on this important matter.





# A DIOCESAN COORDINATED PROGRAM OF LIBRARY SERVICE FOR CATHOLIC SCHOOLS<sup>1</sup>

By SISTER MARY TOBIAS SCHNEIDER, O.P.

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If we could say that there is any one reason why we are gathered together at this high school library round table, perhaps we would say that it is for the purpose of self-improvement—for ourselves and our libraries. If we should ask ourselves just how we are to go about improving our libraries, we would probably say something about beginning with ourselves and our services, on the old assumption that reform should begin from within. Well, I am not actually *in* a school library at the present time, and perhaps that explains why I have attacked the problems of the school library from a different angle, working from the outside in. To be more explicit, I'm concerned with the organization and coordination of school libraries by an outside agency.

You are all familiar with the A.L.A.'s *School Libraries for Today and Tomorrow*, and you probably remember that it is stated in these standards that every school with an enrollment of 200 or more pupils should have an adequately supported central library in charge of a trained librarian. Further, it is pointed out that it is not the individual school but the school superintendent who is ultimately responsible for library service to a school system. I quote from the standards:

The library of each individual school may be an independent unit, but a coordinated program of school library service with supervision and central organization for all the schools in any administrative unit constitutes a more efficient arrangement. The larger school systems, either city or county, should employ a supervisor of school libraries to coordinate the program and to work with other supervisors and teachers in improving the total school opportunity and should provide appropriate clerical assistants. As a gen-

eral consideration, school libraries in any school administrative unit, particularly a city or a county, should be coordinated through a central school-library office from which direction and supervision can be given.

This standard of centralized administration is proposed for public school systems, but holds challenging implications for Catholic schools as well. Because of fundamental differences in the support and administration of Catholic schools, public school standards cannot always be applied in their entirety to a Catholic school system, and we are inclined to dismiss such statements as irrelevant to our own situations. However, the more I thought about it, the more I wondered whether a coordinate program of school library service, such as that recommended by the A.L.A., might not be desirable for Catholic schools, and whether it would be practicable. It certainly seemed an idea worthy of consideration, so I undertook a study to investigate whether or not a diocesan coordinated program of school library service is feasible for Catholic schools.

I am using the term "coordinated program" as it is used in the A.L.A. standards, to mean a planned policy of library development and service for all the schools in any administrative unit, including centralized services, direction and supervision, inaugurated and carried out by a central school library agency. The feasibility of such a program depends on several factors:

1. Does a coordinated program of library service promise real advantages to the Catholic school?

2. Would coordinated services and supervision be welcomed by the school librarians as the best solution of the problems with which they are faced?

3. Are the present conditions and facilities in diocesan school systems such that this additional service to the school is possible?

1. Paper presented at the High School Libraries Round Table, 21st Annual Conference, San Francisco, July 2, 1947.

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4. Are the administrators of Catholic school systems willing to provide central library agencies and supervisors in their dioceses?

To answer these questions I have not attempted to set up a model program of diocesan library service to schools, but only to point out possible services, and to discover the extent to which these services might be adaptable to Catholic schools.

### Catholic School Organization

Before considering these services in detail perhaps it would be wise to recall, briefly, some of the characteristics of the organization and administration of our Catholic schools. The local administrative unit of the Catholic Church, and hence of its schools, is, of course, the diocese. The great majority of elementary schools are parochial; high schools are predominantly private and diocesan. Since each school is autonomous under its pastor or religious superior there is no one Catholic school "system" in the strict sense of the word. Even the diocesan system is a unique organization and compares rather to a state composed of independent school districts, than to a city system of commonly supported schools. In spite of the independence of individual institutions, and the multiple authority of religious communities, however, there is a unifying and binding force within the diocese, namely the office of superintendent of schools. The actual services of the superintendent vary considerably according to local conditions, but in general it is his responsibility to set up desirable norms for the educational endeavors of the schools and to bring all schools up to these standards, without encroaching on local autonomy. Insofar as the school library is an integral part of these educational endeavors, it is in the office of the diocesan superintendent that a coordinated school library program would have to be initiated, organized and directed.

Few examples of Catholic school library agencies are to be found in actual practice. The Detroit plan of school libraries approaches the idea by providing for uniform, specialized classroom libraries for the elementary schools of the diocese. A library program for the diocesan high schools has recently been inaugurated in Scranton, Pa.,

under the direction of a high-school library commission. The outstanding characteristics of this program are personal advisory services, supervisory visits, and a progressive scale of library standards graduated over a period of five consecutive years to allow for steady but consistent growth of its high school libraries, with plans for future application to the elementary schools also. Other examples of coordination on a more limited scale are found in library programs for the schools of individual religious communities, under the direction of community supervisors, such as the program of a Franciscan community in the diocese of Chicago, directed by Sister M. Archangela, O.S.F., and that of the Benedictine Sisters under the direction of Sister Madeline of Mt. Angel, Oregon. A proposal recommending centralized services as well as supervision for the elementary schools of a diocese has been offered by Richard J. Hurley in a recent article in the *CATHOLIC LIBRARY WORLD*, and Brother David Martin has outlined a plan of organization for Catholic school libraries in his book *Catholic Library Practice*. These examples are evidence that the traditional concept of the Catholic school library as an independent unit is not unchallenged, that the need for cooperation and coordination is felt by schools on both elementary and secondary levels, and that there is a trend, however slight, toward diocesan organization.

The feasibility of such diocesan programs, as I have pointed out, depends on its desirability on the part of those receiving the services, and its practicability from the point of view of administration. To obtain data as to this desirability and practicability, questionnaires were sent to the 107 diocesan superintendents of schools in the United States, to 175 Catholic school librarians and to nine recognized authorities on Catholic school library problems. Of these, thirty-seven superintendents, seventy librarians (representing fifty-three dioceses) and eight specialists replied to the questionnaires, which inquired into the general attitudes of the respondents toward diocesan coordinated programs, the desirability of specific services which could be given to school libraries by a central agency, and the actual conditions in

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**TABLE I**  
**GENERAL ATTITUDES TOWARD A COORDINATED DIOCESAN SCHOOL LIBRARY PROGRAM**

Attitude	Specialists		Superintendents		Librarians		Total	
	No.	%	No.	%	No.	%	No.	%
Favorable	7	88	29	79	47	67	83	72
Opposed	1	12	6	16	16	23	23	20
No answer	0	0	2	5	7	10	9	8
Totals	8	100	37	100	70	100	115	100

diocesan school systems which would affect the administration of these services. In addition to the brief answers required by the questionnaire, many of the respondents generously added comments and suggestions, both constructive and derogatory, sometimes to the length of several pages. The most significant parts of the data collected and the major findings of the study are listed in the tables that follow. I will not attempt to review all of the figures in these tables, but will simply point out the most significant facts in each.

### Attitudes of Specialists

Table I shows the general attitudes of the specialists, superintendents and librarians toward coordinated diocesan school library programs, giving the number and per cent of each group who are favorable to the idea, opposed to it, or who did not answer. It is apparent that a large majority (72% of the total) of both librarians and educators find the idea of a coordinated diocesan school library program generally desirable. We shall see that general desirability does not necessarily imply the recommendation of identical services, but does indicate a significant agree-

ment on a coordinated program adapted to the individual situation.

Only one of the eight specialists expressed an unfavorable attitude, and he was concerned rather with the feasibility than with the value of diocesan library systems, commenting that, with things as they are, a diocesan library program would hardly be satisfactory, though "under ideal conditions, with plenty of personnel and money, and everyone eager for good libraries, the diocesan system might work . . . and so be desirable." Seventy-nine per cent of the superintendents and sixty-seven percent of the librarians are in favor of a coordinated program; only twenty-three of the 115 respondents are opposed; a small number did not answer the questions. Comments on general desirability ranged from "perfect", "invaluable" and "an excellent program" to a complete condemnation, with reasons "too many to enumerate".

Those who indicated that they think a diocesan library program would not be desirable were asked to give their reasons for this view. Table II shows a tabulation of these reasons, which have been classified in six general categories. Many of the

**TABLE II**  
**REASONS GIVEN FOR OPPOSITION TO A COORDINATED DIOCESAN SCHOOL LIBRARY PROGRAM**

Reasons	Frequency of each reason, by group surveyed			
	Specialists	Superintendents	Librarians	Total
Financial limitations	1	4	3	8
Administrative difficulties	0	4	4	8
Danger of regimentation and discouragement of individual progress	1	1	5	7
Coordinated services not needed	0	3	4	7
Too few Catholic schools in the diocese	0	1	3	4
School libraries not sufficiently developed to warrant a library program	0	0	3	3

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respondents gave more than one reason; a few gave none. Financial limitations and administrative difficulties are the reasons given most frequently, especially by superintendents and librarians. Five librarians, one superintendent and one specialist fear the danger of regimentation or, as one phrased it, "an ordered uniformity" which "results in failure of spontaneity and enthusiasm." Four librarians and three superintendents feel that coordinated services from a central agency are superfluous. The superintendents who hold this opinion say that they are already giving enough aid to their school libraries; that the services of existing agencies, such as the Catholic Library Association and the public library, and meetings of librarians will solve all of the school library problems of their dioceses; and that "Alert supervisors and principals do carry out many of the suggestions of the diocesan plan." The librarians feel that they are already receiving and giving adequate services without any further aid from an outside agency. These assertions of self-sufficiency, precluding any assistance from the school system, lie in sharp contrast to the protest of insufficient development of the school library, also offered as an objection to diocesan services by three librarians, who claim that the time for diocesan supervision is not ripe, that many school libraries are still struggling for existence, and that teacher-librarians, in schools where funds were limited, would be distressed if they were obliged to conform to diocesan requirements. Those apprehensive of regimentation seem more justified in their rejection of a diocesan school library program than those who plead unreadiness, failing to recognize that it is primarily their inadequacies that a coordinated program would attempt to overcome.

### Functions of Central Library Agency

The functions of any central school library agency fall under three general headings: (1) centralized performance of those processes which may be done more economically or more efficiently in a central office than by each individual school, (2) advisory services, which give professional assistance in planning, directing and accomplishing library services in individual schools, (3) general supervision and promotion of the school

libraries within the system. Thirty-eight services which might be given by a diocesan school library agency were presented in a checklist, under these three categories, for evaluation by librarians, superintendents and specialists. This list was compiled from the available literature on school library agencies and included all services judged acceptable by actual practice, though obviously not all services are adaptable to every situation, and no one agency would probably embrace all of these activities. The librarians were asked to check those services which they felt would help to solve their library problems and improve the library service in their own schools, and to check *only* those services for which they felt a real need in their libraries. The superintendents were asked to check the services which they would consider desirable for their own dioceses. The specialists, not having any specific school or diocese in mind, were asked to check those services which they judged would be desirable for dioceses in general.

Table III tabulates the opinions regarding the desirability of centralized services. Centralized services have been defined as those library functions actually performed in the central school library offices. They include technical processes, book services and other centralized activities. According to the opinions represented in this survey, the centralized performance of technical processes, though theoretically sound and advisable, appears less desirable than any of the other centralized services. Though a few more than half of the librarians would welcome centralized classification and cataloging, the number desiring centralized purchasing and a union catalog is significantly small. Most librarians apparently prefer to do their own ordering and purchasing, and only twelve superintendents would advocate this service, though all but one of the specialists consider it desirable. In this instance, as in many others, where the agreement among the specialists seems remarkably high, it must be remembered that they have appraised these services from a less subjective point of view than have the librarians and superintendents in the field, and without a specific situation in mind. Implicit in their recommendations is the qualification, "If the needs



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**TABLE III**  
**EXTENT TO WHICH CENTRALIZED SERVICES ARE**  
**CONSIDERED DESIRABLE**

Centralized services	Number recommending each service							
	Specialists		Superintendents		Librarians		Total	
	No.	%	No.	%	No.	%	No.	%
Centralized technical processes:								
1. Centralized ordering and purchasing	7	88	12	32	12	17	31	27
2. Centralized classification	7	88	13	35	39	56	59	51
3. Union catalog	4	50	16	43	17	24	37	52
Centralized book services:								
1. A model book collection for school libraries	6	75	29	78	39	56	74	64
2. A central professional library for teachers and librarians	8	100	27	73	34	49	69	60
3. A central circulating collection of books to supplement school and classroom libraries	5	63	22	59	38	54	65	57
4. Preparation and distribution of purchasing lists	8	100	27	73	41	59	76	66
5. A central exchange for duplicate books and periodicals	6	75	23	62	39	56	68	59
Other centralized services:								
1. Central reference and information service	5	63	27	73	38	54	70	61
2. Preparation and distribution of bibliographies for special needs	8	100	30	81	41	59	79	69
3. Audio-visual aids center:								
a) Circulation of materials	8	100	28	76	46	66	82	72
b) Circulation and servicing of equipment	7	88	22	59	31	44	60	52
4. An exchange service for the circulation of displays and exhibits	8	100	24	65	40	57	72	63
5. Centralized book binding, or a book binding pool	5	63	12	32	40	57	57	50

and facilities of the diocese warrant this service." Only fifty percent of the specialists and even fewer of the superintendents and librarians recommend a union catalog, indicating that this service would probably receive little use from either librarians or administrators.

The number in each group recommending the centralized book services is somewhat higher. The fourth service, the preparation and distribution of purchasing lists, was checked by the largest total percentage (sixty-six per cent) in spite of the common protestation that booklists already exist in unnecessary quantities. The specialists are unanimous in their recommendations of both purchasing lists and a professional library for teachers and librarians. Just less than half of the librarians expressed a need for the latter service, all other centralized book services—a model book collection, a central

circulation collection to supplement school and classroom libraries, and a central exchange for duplicate books and periodicals—being considered desirable by a substantial majority of each of the three groups.

The most frequently recommended of the "other" centralized services is the circulation of audio-visual materials (no.3,a), checked by all of the specialists, seventy-six per cent of the superintendents and sixty-six per cent of the librarians. The servicing of the audio-visual equipment is apparently less necessary, only forty-four per cent of the librarians and fifty-nine per cent of the superintendents expressing a desire for this service. Only twelve (thirty-two per cent) of the superintendents advocate centralized book binding services, though fifty-seven per cent of the librarians would welcome this service, and sixty-three per cent of the specialists recommend it. Administrative dif-

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TABLE IV  
EXTENT TO WHICH ADVISORY SERVICES ARE  
CONSIDERED DESIRABLE

Advisory Services	Number recommending each service							
	Specialists		Superintendents		Librarians		Total	
	No.	%	No.	%	No.	%	No.	%
1. Aid in integrating library services with the total school program	8	100	31	84	33	47	72	63
2. Aid in planning library quarters and equipment	8	100	31	84	27	39	66	57
3. Aid in planning and developing book collections	7	88	33	89	28	40	68	59
4. Aid in the preparation of the individual school library budget	7	88	22	59	15	21	44	38
5. Aid in setting up a library instruction program in the individual school	8	100	33	89	28	40	69	60
6. Aid in organizing student assistants	5	63	22	59	25	36	52	45
7. Aid in planning library activities	7	88	27	73	27	39	61	55
8. Aid in the solution of specific problems of the individual library	6	75	27	73	27	39	60	52

ficulty is doubtless the explanation for this discrepancy between the opinions of administrators and librarians. The other services in this group—central reference and information service, the preparation and distribution of bibliographies for special needs, and an exchange of displays and exhibits—were considered desirable by a generous number of each group.

### Advisory Services and Supervision

The next table (Table IV) tabulates the desirability of advisory services, namely, aid in integrating library services with the total school program; in planning library quarters and equipment; in planning and developing book collections; in the preparation of the individual school library budget; in setting up a library instruction program in the school; in organizing student assistants; in planning library activities and in the solution of specific problems of the individual library. It is interesting that no advisory service was checked by more than forty-seven per cent of the librarians, though the desirability of these services is claimed by a large percentage of both superintendents and specialists. It would seem from this that the librarians in service need—or at least want—less professional assistance of an advisory nature than is generally assumed, though the fact that more than thirty-five percent of the librarians would welcome most of these aids is evidence

that they do have some value under certain circumstances.

The opinions concerning general supervision and promotion are shown in Table V. Of the thirteen services in this category it is very significant, I think, that the one most generally agreed upon by all respondents is the first, the establishment and enforcement of school library standards for the diocese. This seems to me to be a commendable expression of eagerness for leadership on the part of the librarians and of a sincere concern for good library service on the part of the superintendents. The specialists are unanimous in their recommendation of this service, which is doubtless the most inclusive and basic of all of the functions of any central school library agency. This concern with standards is further emphasized by the number of superintendents who recommended aid and encouragement in maintaining state and accrediting association standards (no.2). Ninety-two per cent of the superintendents favor this service, though in the case of personnel the number advocating diocesan certification of librarians (no.3) drops to fifty-four per cent. The provision of in-service training for library personnel in the field is favored by a slightly large number (sixty-two per cent).

In regard to number five, visits from supervisors for encouragement, stimulation and inspiration would be welcomed by sixty-five



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TABLE V  
EXTENT TO WHICH GENERAL SUPERVISION AND  
PROMOTION ARE CONSIDERED DESIRABLE

General supervision and promotion	Number recommending each service							
	Specialists		Superintendents		Librarians		Total	
	No.	%	No.	%	No.	%	No.	%
1. Establishment and enforcement of school library standards for the diocese	8	100	33	89	42	60	83	73
2. Aid and encouragement in maintaining state and accrediting association standards	8	100	34	92	30	43	72	63
3. Certification of school librarians and teacher-librarians in the diocese	6	75	20	54	31	44	57	50
4. In-service training programs for librarians and teacher-librarians	6	75	23	62	30	43	59	51
5. Regular visits to school libraries for	7	88	25	68	24	34	56	49
a) Supervision of technical processes	8	100	28	76	23	33	59	51
b) Evaluation and supervision of general organization and activities	8	100	29	78	34	49	71	62
c) Evaluation of book collection and other materials	8	100	31	84	36	51	75	65
d) Encouragement, stimulation and inspiration	8	100	22	59	16	23	46	40
6. Collection of diocesan statistics	7	88	25	68	8	11	40	35
7. Supervision of classroom libraries	8	100	32	87	42	60	82	72
8. Clearing house for all matters pertaining to school library service within the diocese	8	100	26	70	32	46	66	57
9. Publicity: Interpretation of the school library program to the diocese and publicity for special school library activities and services	8	100	35	95	38	54	81	71
10. Promoting cooperation with public libraries within the diocese	8	100	34	92	38	54	80	70
11. Promoting relations with state and national library and educational organizations	7	88	29	78	35	50	71	62
12. Promoting library interest in parent-teacher organizations and other community groups	8	100	33	89	39	56	80	70
13. Cooperation with library schools and teacher training institutions for the training of Catholic school librarians	8	100	33	89	39	56	80	70

per cent of all respondents; visits for other purposes by a smaller number. The very low figure (only forty per cent of the total) for the collection of diocesan statistics is brought down by the few librarians—only sixteen—checking this service, perhaps reflecting an understandable lack of administrative perspective on the part of the librarians as compared with the superintendents. Even fewer librarians consider the supervision of classroom libraries desirable. This may probably be accounted for by the tendency to discourage rather than foster classroom libraries in their schools. The superintendents

and specialists are apparently in favor of supervision where classroom libraries do exist.

The value of the five promotional services, comprising publicity and cooperation with other agencies, is widely acclaimed by specialists and superintendents especially. Nearly half of the librarians question the value of these services, implying that public relations are already adequate and effective in their situations, and observation indicates that this is doubtless true in many cases.

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**TABLE VI**  
**COORDINATED SCHOOL LIBRARY SERVICES RECOMMENDED BY AT**  
**LEAST 50 PER CENT OF LIBRARIANS, SUPERINTENDENTS**  
**AND SPECIALISTS**

Services	Per Cent of each group recommending services		
	Librarians	Superintendents	Specialists
A model book collection for school libraries	56%	78%	75%
A central circulating collection of books to supplement school and classroom libraries	54	59	63
Preparation and distribution of purchasing lists	59	73	100
A central exchange for duplicate books and periodicals	56	62	75
Central reference and information service	54	73	63
Preparation and distribution of bibliographies for special needs	59	81	100
Circulation of audio-visual aids	66	76	100
An exchange service for the circulation of displays and exhibits	57	65	100
Establishment and enforcement of school library standards for the diocese	60	89	100
Regular visits to school libraries for encouragement, stimulation and inspiration	51	84	100
Clearing house for all matters pertaining to school library service	60	87	100
Promoting cooperation with public libraries	54	95	100
Promoting relations with state and national library and educational organizations	54	92	100
Promoting library interests in Parent-Teacher and other community groups	50	78	88
Cooperation with library schools and teacher training institutions for the training of Catholic school librarians	56	89	100

### Services Desired

Of the total of thirty-eight services listed in Tables III, IV and V, thirty-one are considered desirable by at least fifty per cent of the total number of respondents. Fifteen are recommended by at least fifty per cent of each group. These fifteen probably give the truest picture of those services desirable to librarians, specialists and administrators in the majority of dioceses, though it cannot be emphasized too often that local conditions dictate the feasible services in any particular situation. The fifteen services are listed in Table VI. They are: a model book collection for school libraries; a central circulating collection of books to supplement school and classroom libraries; preparation and distribution of purchasing lists; a central ex-

change for duplicate books and periodicals; central reference and information services; preparation and distribution of bibliographies for special needs; circulation of audio-visual aids; an exchange service for the circulation of displays and exhibits; establishment and enforcement of school library standards for the diocese; regular visits to school libraries for encouragement, stimulation and inspiration; a clearing house for all matters pertaining to school library service; promoting cooperation with public libraries; promoting relations with state and national library and educational organizations; promoting library interests in parent-teacher and other community groups; and cooperation with library school and teacher-training institutions for the training of Catholic school librarians.

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Ten of these services are recommended by 100 per cent of the specialists; the service recommended by the largest number of superintendents is Promoting cooperation with libraries, checked by ninety-five per cent; agreement among librarians is considerably less than in the other groups, the largest number (sixty-six per cent) checking the circulation of audio-visual aids. No one service was found desirable by all superintendents or all librarians, nor was any rejected by all. This implies a careful consideration of the services by these two groups in the light of their individual circumstances, and denies the possibility of any ideal pattern of service, stressing the need of flexibility in any diocesan program.

From the data on the desirability of these coordinated services, it may be concluded that the theoretical value of all types of coordinated school library services is established by the almost perfect agreement of the specialists in this field; that the librarians were definitely selective in their choice of needed services, implying at the same time a recognized diversity of individual needs and an awareness of common goals and common problems; that superintendents, viewing the needs of many schools, are, on the whole, willing to provide all types of service (within the limits of their resources). The least desirable of all services are centralized technical processes, which would presumably be of-

fered by few diocesan agencies, and welcomed by very few librarians; centralized book services and other centralized services are in the greatest demand by librarians, while both superintendents and specialists favor promotion, advisory services and supervision. From these conclusions it is evident that any coordinated diocesan school library program which might be set up should be carefully planned upon a basis of actual needs as well as theoretical recommendations and administrative attitudes, and be adaptable to all the schools within the diocese.

### Services Now Received

As a further aid in estimating the unfulfilled needs of the school libraries, the librarians were asked to indicate the kinds of services now being received from agencies outside the school. The results are shown in Table VII. It was hoped that this data might enable a diocesan agency to supplement, rather than duplicate, services already being received. The agencies listed are the diocesan superintendent of schools, the public library, state departments of education, library associations, and other (to be specified by the librarian). The most frequently mentioned services were advisory services from the library associations, the state departments of education and the public library, and supervision and promotion by the state departments of education. However, none of these

**TABLE VII**  
**SERVICES NOW BEING RECEIVED BY SCHOOL LIBRARIANS**  
**FROM LIBRARY AND EDUCATIONAL AGENCIES**

Agencies	Number of schools receiving services		
	Centralized service	Advisory services	Supervision and promotion
Diocesan superintendent of schools .....	0	9	11
Public library .....	12	13	0
State department of education .....	3	12	13
Library associations:			
American Library Association .....	4	15	1
Catholic Library Association .....	6	21	3
State library association .....	5	10	0
Other (additional agencies specified by librarians)			
Diocesan libraries .....	1	1	
Accrediting associations .....		2	1
Federal government .....	1	1	
College or university in diocese .....		1	1
Community supervisor .....			1
Metropolitan area .....			1

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was reported by more than twenty-one schools, and twenty librarians reported no services whatever. The agencies named by the librarians in addition to those specified are few, but imply valuable relationships and services. The federal government was mentioned by one; two librarians mentioned accrediting associations; local institutions such as diocesan lending libraries and a neighboring college or university were each mentioned by two librarians; and a community supervisor was named by one. Though it is possible that greater service is actually given by these agencies than is here implied, it is obvious that the needs of Catholic school libraries are not covered comprehensively by any existing agencies, and hence diocesan programs would run little risk of duplicating any established services, and have great opportunities to supplement them.

The designation of a service as desirable, under given circumstances, is some indication of its inherent value, but the reasons for which a service is rejected may be even more enlightening, especially as to its feasibility. The checklist sent to the librarians asked them simply to check those services which would help to solve the library problems and improve the libraries in their schools. Presuming that opinions were recorded with these criteria in mind, the implicit reason for unchecked services is that those services would be of little value to the library concerned, which is the only valid reason for rejecting a service on the part of a school librarian. The specific agency or the implementation of the services is not their concern, but that of the administration. Therefore, in addition to checking the services which they would consider desirable in their dioceses, the superintendents were asked to indicate the reasons for which they rejected any service. The reasons suggested on the questionnaire were: (1) Of little value to school libraries, (2) Too difficult to administer, (3) Better performed by some other agency, and (4) Other, to be specified by the respondent. Because the Catholic school library specialists were expected to consider the program from both points of view—that of the library and of the administration—they, too, were asked to indicate their reasons for rejecting any ser-

vice. Centralized services were rejected primarily on the grounds of administrative difficulty, for they, more than the other services, involve problems of staff, housing, equipment and skillful organization and direction. Advisory services are apparently more practicable, with only eleven respondents concerned with their administrative difficulty, and comparatively few objecting on any other basis. Supervisory and promotional services are relegated to some other agency with what appears at first as impressive frequency. However, there is little agreement as to just which of the individual services are beyond the scope of a diocesan library program. Only two services are considered of little value to the school library by even as many as six superintendents, namely, the union catalog and aid in the preparation of the school library budget. Four of the specialists support this rejection of the union catalog. The other reasons specified by the respondents include, for centralized services, such factors as excessive cost, lack of personnel, and large, scattered dioceses, involving communication and transportation problems. For advisory services one superintendent asserted, optimistically, that if teacher-librarians were well trained no advisory service would be needed. Supervision was rejected by one superintendent who saw no possibility of its effectiveness because of negligible parochial funds which would necessarily limit its results. The few specialists who offered other reasons were chiefly concerned with the danger of too extreme a standardization. To summarize the objections, then, it is apparent that it is not the value of the services which is questioned so much as their practicability.

### Feasibility of Coordinated Services

What is now actually being done for school libraries by diocesan school systems has a definite bearing on what might be done, and on the probable attitudes of superintendents toward additional services to the schools. If libraries are ignored or taken for granted in diocesan supervision, the complex details of a comprehensive coordinated program might appear as an innovation too complicated or idealistic to approach. On the other hand, a diocese already concerned with school libraries and ac-



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tively promoting their development might find the step to a central organization a logical and not too difficult one.

Only six of the thirty-seven cooperating in this study have any definite regulations or statutes concerning school libraries. The contents of these regulations, as specified by the superintendents, reveal that they are of a very elementary nature, and in no instance do they surpass minimum standards. However, in answer to the question, "Is anything now being done by your diocese to improve school library services?" twenty-six, or seventy per cent, of the superintendents answered in the affirmative, and an encouraging number and variety of activities are indicated by their replies. They are concerned with recommendations, meetings and institutes, in-service training, book lists, publicity, cooperation with the public library, visual aids centers, and diocesan units of the Catholic Library Association. The mere existence of such activities does not guarantee their effectiveness, but they do indicate an awareness of school libraries, on the part of some administrators, and an active effort to provide for their needs to some extent at least. The value of many of the informal methods of library promotion is incalculable, and many of the activities described by the superintendents incorporate the services suggested in the checklist. The chief obstacle to their effectiveness would appear to be their status as isolated efforts, lacking the organization and stability of a responsible agency to secure their continuity and development.

Ultimately, actual local facilities and resources will be the determining factors in the establishment of any coordinated diocesan library program, in spite of the opinions of librarians or educators, and regardless of the services, or lack of them, already available. It is often asserted, and is probably true, that, if we want anything badly enough, ways and means of obtaining it will be found, and from this point of view the attitudes of the administrators and librarians are crucial. Both approval and means, however, are the components of feasibility, as was pointed out before. Space, equipment, personnel and continued support for whatever services may seem valuable to the particu-

lar system must be assured before a program can be put into action. No specific costs can be estimated for a coordinated program of school library service for all dioceses, for they depend on local conditions, the facilities already existing, available personnel, the size and wealth of the diocese, the present condition of its school libraries, and the number and kinds of services to be given. The important question is whether a given diocese could support a school library program to the extent to which it seems desirable in that particular situation. The diocesan superintendents were therefore asked to predict the ability of their dioceses, on the basis of general diocesan income or special assessments on the schools, to house, finance and staff a program proportionate to their needs. Only five dioceses report that they have or could provide the needed space and equipment; only six are able to provide personnel, and six could support such services as seem desirable for their schools. Low as these figures are, they do not reveal the even more striking fact that only one diocese claims the ability to finance all three of these items, though eight others report that they might possibly do so. The others all find one or another of these expenditures beyond their resources. Four dioceses would find all items impossible.

Personnel seems the most nearly attainable for most dioceses, twenty-three of them finding it at least possible to provide the necessary staff. However, the fact that twenty-two per cent see no prospect of supplying a school library director, that twenty-five per cent could not support school library services and that thirty-two percent of them were without resources for space and equipment does not paint a very bright picture of the immediate practicability of diocesan school library programs in these dioceses, desirable though such programs may be. It is quite possible, however, that some dioceses, not included in this survey, have better resources, since many of them are older, more populous, and better established than some of these reporting and have excellent and adequately supported school systems.

### Summary

The questions concerning the feasibility of a coordinated diocesan school library pro-

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gram proposed at the beginning of this paper, may now be answered in terms of the data which have been discussed.

1. *Does a coordinated program of library service promise real advantages to the Catholic school?*

It seems that a coordinated diocesan program would promise real advantages, on the evidence of all but three of the seventy librarians cooperating in this study, who indicated that at least some of the proposed services would help solve their library problems and improve the library service in their schools. Two possible disadvantages were found in the data collected. First is the danger of regimentation. How real this danger may be would depend on the philosophy supporting the diocesan program and on its prudent administration, and points rather to the necessity for the flexibility of the program than to its rejection. A second disadvantage prophesied by several respondents is the possibility of discouraging rather than encouraging below average libraries by imposing standards beyond their attainment. Where finances are very limited this fear may be justified, but otherwise it amounts only to a misinterpretation of the true meaning of standards and of the probable objectives of diocesan school library agencies, whose aim should be to lead their libraries to ever-increasing achievement, with explicit standards as guide-posts to progress. These disadvantages, claimed by a very small minority of the respondents seem not to be serious, and certainly not inevitable.

2. *Would coordinated services and supervision be welcomed by the school librarians as the best solution to the problems with which they are faced?*

On the whole, it seems that coordinated services and supervision would be welcomed by school librarians, since sixty-seven per cent of the respondents stated that such a program would be desirable in their dioceses. Not all services would be welcomed with equal enthusiasm, nor uniformly throughout the country, but no services were rejected by all librarians. That a diocesan program is not necessarily the best solution for library problems under all circumstances seems apparent from the comments of the respondents. Library programs for the schools of

individual religious communities, under the direction of community supervisors, are a possible alternative to the diocesan system.

3. *Are the present conditions and facilities in diocesan school systems such that this additional service to the schools is possible?*

The possibility of adding central library agencies, with appropriate services, to diocesan school systems under present conditions is doubtful. Data on diocesan resources and facilities for this purpose make the prospect of adequate support for diocesan school library programs remote for many dioceses, though not impossible. It is to be hoped that new sources of revenue may be discovered to support a program of importance to educational programs in these dioceses.

4. *Are the administrators of Catholic school systems willing to provide central library agencies and supervisors in their dioceses?*

The fact that only thirty-four per cent of the diocesan school superintendents in the United States replied in any way to the questionnaire on school library services reveals an apparent indifference to the school library on the part of the majority of administrators of Catholic school systems. This widespread lack of interest is not an encouraging portent of the development of Catholic school library programs. However, of those who replied to the questionnaire, seventy-nine per cent expressed a favorable attitude toward diocesan school library agencies, and would be willing to provide services according to their needs and means. Those who oppose coordinated services to their schools do so primarily on the grounds of financial and administrative limitations rather than lack of value in the services themselves. The dominant obstacle seems to be finance. This study can offer no solution to this difficulty, but merely recognize the limitations it imposes on library achievement.

Another question may be asked: If a coordinated library program were adopted, how would a central school library agency fit into the organizational pattern of the Catholic school system? In the larger dioceses, where the Office of the Superintendent is divided into various areas of service, with a supervisory staff specializing in particular fields, the director of school libraries would



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have comparable functions and equal status with, for instance, the special supervisors of art or music. The size of the library staff would be in proportion to the size of the diocesan school system; the facilities needed in proportion to the services given. In the smaller dioceses, with the administration of schools under the supervision of one individual, or even of a part-time person, professional direction and supervision of libraries might be given by a competent practicing school librarian in the diocese, who would receive authority from the superintendent of schools and work under his direction, with her own library as headquarters. An alternative to a special library staff in the diocesan office might be a commission formed of capable librarians in the diocese, serving as the directing agency of the school library program.

### Conclusion

After weighing the attitudes of administrators and librarians, and considering conditions in Catholic schools and dioceses, it may be said in conclusion that diocesan coordinated school library services seem feasible so

far as desirability is concerned, but that they are doubtful in the light of administrative difficulties, and not feasible at the present time in many dioceses because of limited financial resources. However, the need for the services which a central agency would give Catholic school libraries is evident, and the approval of many diocesan superintendents supports the conclusion that coordinated school library services are adaptable to the Catholic school system.

It would be highly desirable to investigate further the attitudes of Catholic librarians and administrators toward diocesan school library programs, since the sample included in this study, while representative, is very small. The next step would seem to be experimental or demonstration programs in dioceses of various sizes, characteristics and resources, to test the value, cost and implementation of the various services and to discover the most efficient and effective ways of putting them into practice, for only by subjecting the many aspects of a diocesan coordinated library program to practical tests can weaknesses be determined and possibilities explored and developed.



# OBJECTIVES AND STANDARDS FOR HOSPITAL LIBRARY SERVICE<sup>1</sup>

By WILLIAM A. FITZGERALD, Ph. D.

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Badly in need of reform are the library habits of our countless hospitals. True it is that many have libraries, some have professionally trained librarians, a few are wonderfully well organized and administered. However, when we realize the large number of hospitals and the continued space increase of hospitals everywhere we cannot avoid observing the need and the opportunities for growth in library service. The demand for hospital librarians and libraries is tremendous and continues to grow. As Leroy R. Bruce has said:

"Fortunate will be the hospital administrator whose library takes its appointed place in hospital administration and its proper place in the advancement of medical science and education."<sup>2</sup>

In the broad sense, we must think of libraries which encompass not only the needs of patients but also of personnel—physicians, nurses, and all other staff members. As we know, some hospitals are content to have a small professional library for the doctors, whereas others may be happy to care for the nurses-in-training. The ideal library is that which, adequately staffed, properly stocked and intelligently financed, can care for the whole institution. Its influence should permeate the wards, the laboratories, the kitchens, the offices, the recreation rooms—every part of the hospital and every person associated with its work.

"The recovery of patients and the contentment of personnel are affected in many ways by their reading—recreational and instructional and inspirational"<sup>3</sup>

Hospital librarianship is so broad in its application that it requires, in addition to formal professional training, a variety of personality types as well as an educational depth and breadth not always realized by unthinking minds. Perrie Jones,<sup>4</sup> recently summing up many of the types of hospital libraries in need of administrators, vividly portrays the duties involved and the salaries available. These positions include a hospital library for patients, medical staff and nurses, a library in a children's orthopedic hospital, state mental hospital library, public library appointment in Veterans' Administration hospital libraries, nursing libraries, and many more. In a recent statement Sister M. Edgar Skinner, R.S.M. touches on a salient point when she declares:

"The individual or individuals chosen for this work must, of course, have a sincere liking for people and an understanding of them as individuals."<sup>5</sup>

During the past year groups within the American Library Association, the Catholic Library Association and the Special Libraries Association have given attention to Objectives and Standards for hospital libraries. Moreover, the following institutions in their library science programs offer specialization in hospital librarianship: Columbia University, Simmons College, University of Denver, University of Minnesota, Western Reserve University. With aims clearly set out, with standards outlined, with schools training the needed personnel, hospitals in the future will have no reason to overlook their  
(Continued on Page 138)

1. Paper presented at the Hospital Libraries Round Table, 21st Annual Conference, San Francisco, July 2, 1947.
2. Bruce, L. R., "What, Why and When is a Hospital Librarian," *Special Libraries*, 37:171-5, July-August 1946.

3. FitzGerald, W. A., "Objectives of Hospital Library Service," *Catholic Library World*, 18:46, November 1946.

4. Jones, Perrie, "What Hospital Librarianship Offers," *Library Journal*, 71:1667-70, December 1, 1946.

5. Skinner, Sister M. Edgar, "Personnel in Hospital Libraries," *Catholic Library World*, 18:47-9, November 1946.

# PROBLEMS IN CATALOGING A LARGE CATHOLIC BOOK COLLECTION<sup>1</sup>

By REVEREND OLIVER L. KAPSNER, O.S.B.

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The term "large Catholic book collection" is here used with some apology; it is to be understood as meaning an appreciably larger one than the average Catholic book collection. More importantly, it refers to a book collection which has been systematically rounded out in all departments of Catholic literature over a longer period of time, and therefore denotes a representative Catholic book collection.

The specific book collection spoken of in this paper refers to one which serves as a monastic, seminary, and college library all in one. If in one respect the patrons are somewhat diversified, they can in other respects readily be pictured as constituting a group of marked similarity, because of their common Catholic mental convictions and their common interest in Catholic literature. Monks, seminarians, and Catholic college students seeking information and inspiration in books are all motivated by the same ideals.

## Classification

Obviously the first step in organizing a book collection for use is to order the books in some way. Classification is by no means a new technique, in spite of the emphasis placed upon it in modern library schools and practice. Actually, systems devised to order and arrange books for use are as old as the existence of book collections antedating Christ.

When, however, after the invention of printing, modern book collections grew to huge proportions, it was inevitable that more elaborate classification systems had to be thought out to replace the simpler schemes inherited from previous centuries. In

America two classification schemes gained in ascendancy to such a degree that they are today almost universally employed. Since neither the Dewey Decimal classification<sup>2</sup> nor the Library of Congress classification<sup>3</sup> was devised from the viewpoint of Catholic theology and its relationship to life, they cannot possibly be considered adequate to solve the problems of classifying a Catholic book collection. Within recent years several Catholic schedules were invented to supplement the further needs of the growing Catholic libraries. The scholarly Lynn tables,<sup>4</sup> planned to accompany either the Library of Congress or the Dewey classification, are more suitable for large (including the largest theological) collections, whereas the less pretentious but very satisfactory Walsh modification,<sup>5</sup> a companion for the Dewey system only, is more applicable to small and medium-sized Catholic libraries. Both these supplementary schedules were conceived and published in this country and are consequently available to anyone who desires to use them. While no classification schedule will ever be perfectly satisfactory, both of the afore-mentioned Catholic supplementary schedules have, after trial by various Catholic libraries in our country, been proclaimed to fill the bill. In our own library we have introduced the Lynn tables to supplement the Dewey classification, with gratifying results.

## Appropriate Author Entries

Unless serviced with a well-ordered catalog, a good library collection may remain a mere gathering of books. In the United States the dictionary card catalog has been

1. Paper read at the Cataloging and Classification Round Table, 21st Annual Conference, San Francisco, July 2, 1947.

2. Dewey, Melvil, *Decimal Classification and Relative Index*, 14th ed., rev. and enl., Forest Press, 1942.

3. U. S. Library of Congress, Classification Division, *Classification: A-Z*, Washington, Government Printing Office, 1910-1933, 24v.

Kept up-to-date by L. C. Classification: *Additions and Changes*, Washington, Government Printing Office, 1928-.

4. Lynn, J. M., *Alternative Classification for Catholic Books*, Bruce and American Library Association, 1937.

5. Walsh, Rev. R. J., *Modification and Expansion of the Dewey Decimal Classification in the 200 Class*, Peter Reilly Co., 1941.

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quite universally accepted as the most serviceable type of catalog for the library. Its points of advantage are, above all, flexibility and expansibility, in which regards the old ledger type of catalog, while easy to scan, was definitely cramped and handicapped. While, however, the dictionary catalog settles the question of style of catalog, it still does not solve other important questions, such as what cards and what organization of cards will be most satisfactory to the readers using a library. These further questions can be answered correctly only by keeping in mind the character of the library and the readers' approach to the books. For Catholic libraries serving Catholic patrons this problem can be solved only by Catholic librarians. No expert external agency will solve this problem for them, unless it be per accidents.

The code of rules for author entries, as formulated by the American Library Association,<sup>6</sup> disposes of the Catholic Church as being but one of several major religious bodies of the Christian faith. The Library of Congress in its rules and practice assumes the same viewpoint. To a Catholic this procedure is foreign to his basic conviction. While Catholic librarians understand that the American Library Association and the Library of Congress, desirous to satisfy if possible all classes of libraries, have taken this attitude because of their neutral standpoint, in their own libraries they cannot follow such a practice, chiefly for reasons of service to their clientele.

In our own library, where a total of 35,000 books in theology have been cataloged, we have never used the name "Catholic church" as author entry. Its use would accumulate so many cards in the catalog under that heading as to make the entry practically useless. Our patrons are in no way inclined to search under the heading "Catholic church" for the entries generally placed there by the Library of Congress.

To illustrate, of twenty patrons in our library eager to locate missal or breviary texts or commentaries, chances are that twenty will without hesitation search the catalog under the headings, "Missal" or "Brevi-

ary"; none will think of starting with the distant approach of "Catholic church". In this matter, therefore, the Catholic cataloger prefers to follow the instructions of the Vatican code,<sup>7</sup> which has provided rules and examples suitable for all Catholic libraries.

When, therefore, the Library of Congress printed cards employ the name "Catholic church" with some subdivision as author entry, these printed cards can be corrected by deleting the word "Catholic church" up to the part of the entry intended for use. Here are some illustrations. "Catholic church. *Catechismus romanus*" is changed to simply "Catechismus romanus"; "Catholic church. *Ambrosian rite*" becomes "Ambrosian rite"; "Catholic church. *Pope*" becomes merely "Popes"; "Catholic church. *Liturgy and ritual. Missal*" is simplified to "Missal" or to the preferable Latin form "Missale". And similarly with numerous other instances. In this way the L.C. printed cards, though inadequate for our needs, still remain useful for both main and added entries. The corrections, for one thing, are easily made, and for another there is little danger that a vast number of L.C. printed cards will have to be adapted, since not too many are obtainable for theological books of continental origin nor older Catholic works printed in America. For the stock of books in religion or theology in our library, one half of which are printed in Europe and therefore in foreign languages, less than twenty per cent of L.C. printed cards were available. In our case typewritten cards for the other eighty per cent were literally "sweated out".

The question arises whether to use the English or Latin forms for Catholic liturgical books, as well as for church bodies and congregations and for the names of saints. I personally am inclined to use English forms as much as possible, for the simple reason that our library patrons, even in a monastic and seminary library, approach their problems from the standpoint of English terminology. The A.L.A. Catalog Rules, under Rule 135d, where liturgical books of the Latin rite are dealt with, provide no instruction guiding the cataloger

6. A.L.A. *Catalog Rules, Author and Title Entries*, Preliminary American 2d. ed., American Library Association, 1941.

7. Vatican. Biblioteca, *Norme per il Catalogo degli Stampati*, 2d. ed., Città del Vaticano, 1939. This work is soon to be published in English.



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to use either the Latin or the English name for a liturgical book, or when the one and when the other. Of the two examples cited, one uses the English name when a Latin one was possible (Catholic church. *Liturgy and ritual. Missal*), the other uses the Latin name (Catholic church. *Liturgy and ritual. Memoriale rituum*). Perhaps the rule ought to state that the better known name should be used, or always the English name when there is one. Some liturgical books of Latin rite have no English form (e.g., *Liber usualis*). Some guidance, however, should have been included in the rule.

There is one class of L.C. printed cards using "Catholic church" as main entry which the Catholic cataloger prefers to change completely. Such instances occur when the L.C. printed cards use "Catholic church in France," "Catholic church in Germany", etc., as author entry. This form is hardly correct as an author entry because it is neither accurate nor genuine. The Catholic church is not organized on a national basis. There is no such incorporated body as "Catholic church in France" existing, nor will such a body ever exist as a true branch of the Catholic church. It could be the correct name of a dissenting sect or denomination, and therefore misleading as an author entry.

As an illustration of this somewhat obscure entry, consider the following example. The Library of Congress cataloged the book, *The National Pastorals of the American Hierarchy (1792-1919)* with foreword by Rev. Peter Guilday, under the main entry "Catholic church in the U.S.", with editor and title as added entries. The Vatican rules seem to provide a more satisfactory solution for this type of literature by entering the book under the name of the compiler and using a form subject heading, which in this case would be "Pastoral letters—U.S." A second subject heading, "Catholic church—U.S.—History—Sources" can also be added. This is an ideal solution for the Catholic library; it settles all problems and makes the catalog files intelligible and useful. It is the spirit of the Vatican *Norme* to proceed similarly in other instances, notably in the example of collections, whole or partial, of the acts of councils and synods. In general, the Vatican code sees a certain usefulness in

form entries for theology which the Library of Congress has not yet recognized.

Some time ago I referred the "Catholic church in country" problem to the Catalog Code Revision Committee of the American Library Association, pointing out how in Rule 137c this broad example was introduced without either previously or subsequently explaining that this form should be used or why it should be used or the extent of its use. If justified, the heading surely does not enjoy unlimited use. I inquired, first of all, for the justification of this form. I also requested elucidation for the apparent inconsistency in the code because it employs the "in" form geographically with some corporate bodies but not with others. Why not always use direct geographical subdivision (e.g. Catholic church. France) as is done in the case of Masonic bodies in Rule 194c (Freemasons. France; Freemasons. Massachusetts)? The question was referred to the editor (Miss Julie Pettee) of the rules for religious entries for the 1941 A.L.A. revised code, who answered that the use of the phrase "Catholic church in. . ." as an author heading had been debated by the Rules committee. The chairman objected to it as corresponding to no official jurisdiction of the Catholic church. Though the heading has but a loose justification, it was, nevertheless, retained as a convenient conventional form. The deciding argument seemed to be that it is the Library of Congress practice, which left no hope of changing it. The parallel case of using "Freemasons" with direct geographical subdivision was evaded in the answer.

Other matters pertaining to Catholic literature I brought to the attention of the A.L.A. Catalog Code Revision Committee, such as: Clearer instructions should be formulated telling the cataloger how to handle *collections* of the cast of General councils, Plenary councils, Provincial councils, and Diocesan synods. The A.L.A. code persists in the use of "Catholic church. Treaties", when the Vatican *Norme* (Rule 155) expressly states that "Papacy. Treaties" is the correct form. Under Rule 148 no instructions or examples are included of references to be made to other forms of names of religious orders decided upon as main entry, whereas under

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Rule 149 some splendid examples of references for orders of knighthood, secret orders, etc., are provided. How to handle Brothers and Lay Brothers of religious orders is overlooked altogether (there should be a provision similar to that for Third orders, as under Rule 148e). Rule 148h is asking catalogers to do the impossible when it stipulates that the subdivisions under specific religious orders should be entered in the language of the territory where they are principally operative. Vatican Rule 155 has the only possible and therefore the sensible solution when it suggests that congregations and provinces of a religious order are to be entered in the vernacular. Lastly, I inquired whether it could not be agreed upon to retain the symbols for religious orders (O.S.B., S.J., etc.) behind the author's name.

Another group of L.C. printed cards which must be brought in line with Catholic usage is the class of Bible entries which include the name of the Biblical book. Here the Library of Congress follows the Authorized version, therefore Protestant usage, exclusively. The corrections in spelling and variation of names are easily made. Thus "Bible. O.T. Hosea" is corrected to "Bible. O.T. Osee"; "Bible. O.T. Song of Solomon" to "Bible. O.T. Canticle of canticles", etc. in order to conform to the names of the books as found in Catholic versions of the Bible. Certain books of the Bible considered by the Library of Congress as apocryphal must be carefully amended by deleting the phrase "Apocryphal books" and further correcting the spelling if necessary.

### Adequate Subject Headings

The management of subject headings and subject entries in a dictionary catalog is still another big problem to be solved by the cataloger in order to bring books and readers together. Many readers, after all, do approach a book collection with the question, "What books does this library have on such and such a subject?" Well-chosen subject headings will open up the treasures of a book collection for this type of reader. To make

good and practical decisions about subject headings the cataloger must be master of two things: he must be well acquainted with the contents of the library, and he must have some idea of the ways in which his patrons are likely to think of subjects that interest them. Here the Catholic librarian really has the advantage over the cataloger of a large public library, where reader approach to books through subject headings is considerably more variant than in a Catholic library.

The modern method of solving subject cataloging is through the use of published lists of subject headings, rather than by following a code. Rules for subject headings have been worked out and formulated as carefully as those for author and title entries. Charles A. Cutter's guiding thoughts as expressed in *Rules for a Dictionary Catalog*<sup>8</sup> constitute the basic principles for all work in subject headings.

Further developments are rather in the form of unexpressed rules, embodied, as it were, in the Library of Congress list of subject headings.<sup>9</sup> This large and well-organized list teaches by example and specific answers what a written code would express in principles. In the field of religion or theology, however, the L.C. list of headings is hardly a competent guide for Catholic libraries. It is simply too deficient in suggesting both appropriate and abundant headings for Catholic books. It has, for one thing, never systematically cataloged its own collection of books in theology, however ample that stock may be. Of the religious headings appearing in its printed lists, many are distinctly Protestant; consequently they are foreign to Catholic knowledge and practice, and are hardly applicable to Catholic literature. In assigning headings for a book it is impossible to be wholly unbiased; one must have a viewpoint to be able to solve a problem in theology, or, for all that, in any branch of learning.

Catalogers who have handled large or representative collections of Catholic books will

8. Cutter, C. A., *Rules for a Dictionary Catalogue*, 4th ed., Washington, Government Printing Office, 1904.

9. U. S. Library of Congress, Subject Catalog Division, *Subject Headings Used in the Dictionary Catalogs of the Library of Congress*, 4th ed., Washington, Government Printing

Office, 1943, 2v.

Monthly and cumulated supplements are published by the H. W. Wilson Company.

Sears, M. E., *List of Subject Headings for Small Libraries*, 5th ed., H. W. Wilson Company, 1944, is an adaptation of the L.C. list for small libraries.



## PROBLEMS IN CATALOGING

know only too well that in some of the major departments of theology the Library of Congress offers practically no help whatever to the cataloger, as in moral theology and liturgy; and altogether too little in dogmatic or doctrinal theology, apologetic, asceticism, mysticism, pastoral theology, canon law, church history, religious life, monastic history, Christian art, church music, and Eastern churches. For two major topics in religion the Library of Congress has provided extensive and quite reliable subject headings, namely, for the Bible and for Jesus Christ, and a fair, though still inadequate, assortment of subdivisions under Mary, Virgin (preferably "Mary, Blessed Virgin" for Catholic libraries). During recent years the Library of Congress, impelled, no doubt, by growing interest and demands on the part of Catholic libraries and available Catholic library tools, has offered more appropriate subject headings for Catholic books, but they are rather for the popular type of books in English as these come off the press, good as far as they reach but still very insufficient. The plain truth remains that the Library of Congress has never cataloged a solid collection of Catholic books, consequently cannot give what it has not got.

The solution for the problem of adequate subject headings in religion must come from Catholic librarians themselves. The Vatican Library has taken the lead and in its published *Norme* given us the cue not only for author entries suitable for Catholic libraries but for subject headings as well. The attempt to solve the subject heading problem for Catholic libraries, known as *Catholic Subject Headings*,<sup>10</sup> is radicated in the rules and examples for subject headings in ecclesiastical literature as formulated in the Vatican *Norme*.

I shall conclude by answering a few questions submitted to me through correspondence by users of *Catholic Subject Headings*. Several inquired why in my published list of headings I do not always show how to convert automatically L.C. religious headings into the correctly corresponding Catholic headings. To this I must answer that I cannot in conscience mislead my fellow Catholic

catalogers. To do so would be admitting that the Library of Congress has done what it has not done. All too often the suggested subject headings on L.C. printed cards are simply not appropriate in any way. Whoever cataloged certain Catholic books in the Library of Congress defaulted in a twofold sense: he or she did not understand the books to begin with, nor selected headings from a reliable source. For the Catholic cataloger there is only one good and final solution. He or she must simply analyze the book personally and then select appropriate headings from an approved list.

Here is an example of how the Library of Congress analyzed three editions of the same Catholic book in three variant ways, all inadequate. The book is, *A Course in Religion for Catholic High Schools and Academies* by John Joseph Laux. For the 1928 edition the two added subject entries were: 1. Catholic church—Doctrinal and controversial works—Catholic authors; 2. Catholic church—Catechisms and creeds. For the 1932 edition the added entries were 1. Religious education; 2. Christian ethics—Catholic authors. For the 1934 edition the added entries were: 1. Catholic church—Doctrinal and controversial works—Text-books; 2. Christian ethics. All three attempted solutions are wide of the mark. There is just one correct subject entry for all three editions of the book, namely, "Religious education—Text-books for adolescents".

Other correspondents wished to know what subject headings to use when the L.C. printed cards indicate "Catholic church—Doctrinal and controversial works" as the subject heading. I had to answer that that heading means very little as employed by the Library of Congress. It has been and still is a convenient panacea for some L.C. catalogers. As used it covers books dealing with theology, dogmatic theology, apologetics, religious education, and catechisms. Only a keen analysis of the individual book by the Catholic cataloger can provide the correct solution in each instance.

Similar examples occur in other theological fields, as when the L.C. cataloger assigns the subject heading "Catholic church—Discipline" for Catholic books on marriage and

(Continued on Page 138)

10. Kapsner, Rev. O. L., *Catholic Subject Headings*, 2d ed., St. John's Abbey Press, 1947.

# THE GUIDE POST

## A PAGE FOR PARISH LIBRARIANS

Lucy Murphy

We hear much about parish libraries. But where are they and what are they? It is true that some are functioning according to library standards. Others, well just as the old lady on entering one exclaimed "Heavens to Betsy! I am allergic to dust. Don't tell me that this is your library. It looks more like the dust bowl", so many people seem to think that a room filled with books is a library. They never stop to think for one moment about the true meaning and function of a library. All sorts of makeshifts are resorted to, and any set up is considered fit to call a parish library. A library's assets cannot be measured in terms of dust-covered mediocre books.

The library profession is hardly to blame for such conditions. Nor can a pointing finger place the blame on the enthusiastic book lover who wishes to see book readers in the parish. The point in case is that if we are to have parish libraries worthy of the name library, we must get down to values and fundamentals. Therefore, we beseech thee to get into knee action; dust off the shelves; eschew any temptation to keep those dreadful "series" things; eject the Elsie's, the Pansies, the Bobsey Twins, The Dick Merriwells, the Tom Swifts, the Airplane Boys and all the pietistic dribblers. This is all drivel and mental dope and if you admit them to the library they certainly will collect dust and you will not only defeat your own ends but the purpose of a library. There are children who must be started off with the right book. There are older people trying to fill empty days for whom a good book is indeed a friend and companion. A parish library means much to both young and old. "Polite persistence" is a term frequently used in salesmanship. It can be used by parish library workers. Make it a point to interest the pastor in a good parish library and book service. The rewards will well justify the efforts expended.

This department has been set up as a guide post for your problems. We should like to hear from parish librarians. In return we offer ideas

on organization, administration, information about books and library materials. All parish librarians and those interested in parish library work are invited to make use of this department. Inquiries, suggestions and contributions should be sent to Lucy Murphy, Canisius High School Library, 651 Washington Street, Buffalo 3, New York.

### Do You Know That - - -

- Philadelphia had six parish libraries in 1804?
- The library of Saint Francis de Sales in Houma, Louisiana, celebrated its one hundredth anniversary in 1947? Floods and hurricanes have done much to deplete its book stock during its existence but the storms were braved. During the past eight years over seven hundred new books have been added to the collection. A library in the grand manner!
- The Blessed Martin de Porres Library of the Mission Church of Our Lady of Victory parish in the steel city of Lackawanna, New York, is two years old. It has a collection of over a thousand volumes suitable for the seventeen nationalities who are its enthusiastic borrowers. A truly United Nations Library!

### Parish Library Survey

(Editor's note: Miss Murphy is conducting another survey of parish libraries in the United States, similar to that conducted by her in 1940, the results of which were published in the April, 1941 and May, 1942 issues of THE CATHOLIC LIBRARY WORLD. Miss Murphy writes: "It is intended as a check-up on my (previous) list. Some have gone out of business, others have died for want of a reader, etc. I think it is a good time to get a new line on what really does exist." The survey is being conducted by dioceses, and will take a year to complete. If your parish library is a new one, having come into existence since 1940, please send your name to Miss Murphy, so that your library may be included in the survey.)



## NEWS AND NOTES

### Spokane Unit

The Spokane Unit of the Pacific Northwest Regional Conference of the Catholic Library Association held its initial meeting on October 11, in the Chancery building. Sister M. Ellen Clare, S.H.N., chairman, opened the meeting with prayer.

Critical reports of vacation reading done by the grade, high school and college groups are most encouraging. A lively discussion ensued when a member of the group suggested that a class in book reviewing be conducted once a month. Pros and cons were enthusiastically advanced. It was finally moved that the Spokane Unit meet on the second Saturday of each month to learn the technique of book reviewing. Sister M. Catherine Eileen, S.H.N., librarian of Holy Name College, will conduct the classes. Sister was also elected to the office of chairman of the Spokane Unit at this meeting. Sister M. Cecilia, of Saint Ann's School, is vice-chairman.

The highlight of the meeting was the stimulating report given by Mrs. H. B. Swanson, general chairman of the eighth annual Book Fair in Spokane. Mrs. Swanson called on the chairmen of her various committees to submit their plans. Miss Helen Kust, chairman of the program committee, gave the interesting news that Reverend Urban Nagle, O.P., nationally known author, playwright and educator, had accepted the invitation to be the main speaker on the program. The Fair, entirely in the hands of the laity, is sponsored by the Spokane Unit of Catholic librarians and the Diocesan Council of Catholic Women.

SISTER MARY EDNA.

### Philadelphia Unit

The thirteenth meeting of the regional Philadelphia Area Unit was held at Newman Hall on Sunday afternoon, November 9, 1947. Rev. Vincent P. Schneider of St. James High School, Chester, officiated at the meeting in the absence of Rev. Richard J. Walsh, our chairman.

Reports of the library and literature groups of their individual activities since the last

regional meeting were presented by the chairmen of the groups. The high school group has been stressing activities for students associated with school libraries. A Catholic Student Library Council, an association of library clubs of Catholic schools, has been organized. The group functions actively under the leadership of its student officers. The college group held two meetings during the year 1947: one at Rosemont College on March 29, 1947; the other at Immaculata College on October 26, 1947. At these meetings, they had informal discussions of college library problems. The parish libraries group reported that an attempt has been made to find out the size of the holdings of the different libraries throughout the city. Philadelphia now has eleven libraries of this type.

The Philadelphia Catholic Literature Group presented a survey of its work during the past year. They have donated books to veterans hospitals and the Free Library of Philadelphia and conducted the annual poster contest for Catholic Book Week. Each year the students in our girls' high schools design posters on the annual slogan. The posters are afterwards displayed in the Free Library. The following prizes were awarded at the meeting:

- 1st prize—\$25 bond—to Antoinette C. Medori of the John W. Hallahan Catholic Girls' High School
- 2nd prize—\$10—to Maureen Kist of West Philadelphia Catholic Girls' High School
- 3rd prize—\$5—to Elizabeth Reischel of Little Flower High School
- 4th prize—\$5—to Mary Jackson of St. Hubert's High School

The principal talk of the afternoon was presented by Mr. John Mulloy, president of the Confraternity of Christian Doctrine of St. Francis de Sales Parish and editor of *Perspective*, the newly launched Catholic literary magazine. Mr. Mulloy spoke on the "Function of Catholic Literature and the Position and Significance of Modern Catholic Authors". It was emphasized that the

## THE CATHOLIC LIBRARY WORLD

work of Catholic Action must be preceded by the formation of a Catholic mind and this is where Catholic literature looms in importance. The Catholic librarian has a responsibility to integrate the thoughts of people with Catholic Action by making available the works of our modern Christian writers. Mr. Mulloy distributed to those present at our meeting a scholarly outline of these modern writers with annotations on the significance of each author to a Catholic reader.

The meeting was closed, and then the members examined the exhibits that had been arranged to celebrate Catholic Book Week, and Mr. Viti, the bookbinder, gave a demonstration on the V-T scribe heatless process and V-T book coating.

The next meeting of our Unit will feature the biennial election of officers.

### Pacific Northwest Regional Conference

The eighth annual meeting of the Pacific Northwest Regional Conference was held in Portland, Oregon, on Monday and Tuesday, December 29-30, 1947, under the auspices of His Excellency, the Most Reverend Edward D. Howard, D.D., Archbishop of Portland. Headquarters were at the Catholic Central High School, 2401 S. E. Stark Street.

Reverend A. J. Wharton, S.J., librarian of Seattle College, gave the invocation. Rev. O.F. Auvil, S.J., Jesuit Novitiate, Sheridan, chairman of the Regional Unit, presided over the general sessions. The Most Reverend Edward D. Howard, D.D., welcomed the delegates and extended to them the congratulations of the season. He expressed his deep gratitude to the teachers and librarians for their splendid work in aiding in the development of an enlightened Catholic reading public.

Sister Ann Mary, O.P., presented "The Early History of the Catholic Library Association in the Northwest". Seattle boasts of the first Conference of the Catholic Library Association ever held west of Chicago. This Conference took place Easter Monday, April 17, 1933, at Holy Names Academy. This first meeting was promoted and organized by Mr. A. J. Richardson who states that interest in making the Catholic Northwest library minded was not created in the

Northwest but in Boston, where Mr. Richardson had spent some time with relatives.

Rev. Louis E. St. Marie, S.J., Gonzaga University, impressed the audience with his address "The Cultural Heritage of the Church". In his brilliant paper Father proved that the Church was the generating power of culture, and that she had the power to wrest this bewildered post-war world from intellectual and religious bankruptcy.

Mr. Alfred E. Powers, professor of journalism, dean and director of creative writing, University of Oregon extension division, and writer of several children's book, spoke on "Writing Books for Boys and Girls". Mr. Powers' ability to present historical events in an attractive form was well known to the librarians present and it was evident from their enthusiasm that his works are a delight to the young and old alike.

Cities represented at the Conference were: Bozeman, Portland, Seattle, Spokane, Tacoma, Vancouver and Victoria. During the two-day Conference one hundred librarians attended.

SISTER M. ALBERTINA, O.P., *Secretary*.

### Buffalo Book Fair

Four hundred religious and lay people attended the Book Fair Sunday afternoon, November 9, at Canisius High School. This officially marked the opening of Catholic Book Week in Buffalo. Attractive displays of posters and current best sellers of the Catholic press were arranged in the foyer of the school.

Speakers for the occasion were Most Rev. John F. O'Hara, C.S.C., Bishop of Buffalo, Mrs. Anton C. Pegis, of Toronto, Canada, and Dr. Charles A. Brady, head of the department of English at Canisius College.

Bishop O'Hara commended the missionary spirit of those interested in good books, as shown by their presence at the Fair, and warned against the danger of godlessness in books. A book in which God does not appear, is against God," he said. The bishop spoke also of our modern book clubs, and advised that readers acquaint themselves with the members of the boards of selection of these clubs, and their principles, before subscribing to them. These people should have



## NEWS AND NOTES

a belief in God and in immortality, a sense of responsibility and of discrimination according to the highest standards.

Mrs. Pegis, the wife of the well-known philosopher, and a successful writer of children's books, spoke on "Catholic Books for Catholic Children". "What children read, is at least as important as what they eat", she said. But since the mother of several children has little time to supervise her children's reading, it is up to the librarians and teachers of the children to see that the right books find their way into their hands.

Dr. Brady, who edited *A Catholic Reader*, just recently released by Desmond and Stapleton, is also the author of *Cat Royal*. The topic he chose for the occasion of the Book Fair was "Catholic Books for Catholic Adults". He traced briefly the history of Catholic literature. He also pointed out that there are as yet no great American Catholic writers, as there are European Catholic authors. While Ireland has produced great Protestant writers, but no great Catholic ones, England has produced many great Catholic authors, and in comparatively modern times.

MILDRED DANHEISER.

### Western New York Catholic Librarians Conference

"The world around the Crib" was the theme of the highly successful Christmas meeting held on the Canisius College Library, Saturday afternoon, December 13. The meeting day appropriately fell on the feast of St. Lucy, when the Christmas season begins in the Scandinavian countries.

Sisters from many different communities, members of our organization, came beforehand and arranged attractive exhibits about Christmas in different countries. The U.S.A., England, Portugal, Mexico, Ireland, Scotland, Norway, Sweden, Poland, Belgium, Switzerland, Italy, France, Germany, Holland, Canada, Alaska, Palestine and the East, Africa, and South America, were all represented. Scores of books, telling every phase of the Christmas narrative, and others giving facts, legends, and stories about Christmas in many lands, were here, side by side with colorfully and authentically costumed dolls.

St. Francis of Assisi, who built the first Crib, was correctly garbed in brown habit, complete with cowl, cord, and beads. He

zealously guarded our little Crib. Other displays were built around Our Lady of Fatima, the animals at Christmas, and *The Littlest Angel*, the lovely story by Charles Tazewell. A Christmas tree was decorated with colored flags of all nations, instead of with the customary ornaments.

Everyone present participated in the carol singing with which the meeting began. Among the carols sung were several Polish selections from the book *Hej Koleda*, recently compiled by Sister Evangeline, Fel. Cellophane-wrapped candy canes were distributed to those attending.

The Rev. Bernard Magee, one of our members, spoke on "The Copyright and the Moral Law". Although authors became gradually more independent as their reading public grew, yet with the invention of the printing press, it became necessary that copyright laws be developed for the protection of the writers.

Later the elementary section viewed film strips, dealing with work in the primary and intermediate grades, which were shown by representatives of the Community Film Circuit of Western New York. The secondary section continued its discussion of best fiction for high schools. Upon completion, the list will be published.

MILDRED M. DANHEISER, *Secretary*.

### AMERICAN BOOK EXCHANGE

At a meeting of representatives of more than thirty library associations and national organizations in cultural fields held in New York on January 19th under the chairmanship of Mr. Milton E. Lord, Director of the Boston Public Library, and Mr. Luther Evans, Librarian of Congress, a successor agency to the American Book Center was set up. Through a vote on the principles involved in a charter presented by the Committee, legal existence was given to a new corporation that will be called The American Book Exchange. Plans for implementing the new organization will be worked out later. Its purpose is mainly to facilitate international exchange along the lines conducted for libraries in war-devastated areas by the American Book Center. The Catholic Library Association was among the sponsoring organizations for what will become one of the strongest forces in international cooperation.

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### OBJECTIVES AND STANDARDS

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obligations. Furthermore, an excellent annotated bibliography devoted to medical and nursing libraries was prepared recently by Alice M. Purington.<sup>6</sup>

The aid which can be given by the public library to a hospital before it has the opportunity to set up adequately its own library should always be kept in mind. The service of the Gary Public Library has been pithily outlined by Margaret L. Wallace.<sup>7</sup> This method of cooperation should prove a boon to hospital administrators who are faced with the reality of poor library service and who wish to serve the bibliographic needs of the hospital population in the period of adjustment.

Perhaps a factor of great interest and significance to any hospital administrator is the cost analysis of a new library or the reorganization of an existing library. This subject has been sketched succinctly but tellingly by Sister M. Susanne Smith, S.S.M.,<sup>8</sup> who says:

"In planning the budget, therefore, provision should be made for:

7. Sufficient capital for initial expenses.
2. Steady source of income for operative costs."

To all I recommend the revised edition of *Objectives and Standards for Hospital Libraries*.<sup>9</sup> This outline makes clear the purpose of hospital libraries, the necessary equipment, required budget, qualifications for library workers, book and magazine selection principles.

Permit me to complete these few remarks by quoting from the published objectives of the Division of Hospital Libraries which was created in 1944. These objectives surely are ours, as well:

6. Purington, A. M., "Bibliography on Standards: Medical, Hospital and Nursing Libraries and Librarians, 1925-1945," *Special Libraries*, 37:72-8, March 1946.
7. Wallace, M. L., "Hospital Library Service by a Public Library," *Wilson Library Bulletin*, 20:63, September 1946.
8. Smith, Sister M. Susanne, "Budget for Hospital Libraries," *Catholic Library World*, 18:51-5, November 1946.
9. American Library Association. *Hospital Libraries Division, Objectives and Standards on Hospital Libraries*, rev. ed., American Library Association, 1947.
10. "Division of Hospital Libraries," *A.L.A. Bulletin*, 39:396-7, October 15, 1945.

"The purpose of the division is to promote the establishment of libraries for patients and personnel in hospitals, to further their better organization and administration, to interest public libraries and other agencies in extending library service to hospitals, and to advance professional training for hospital library service."<sup>10</sup>

### PROBLEMS IN CATALOGING

(Continued from Page 133)

confession. Catholic catalogers must simply know not to use such a broad heading at all in these instances.

Requests have also come in for some mark to indicate headings taken from the L.C. list and retained. Only too gladly would I oblige if this could be done reliably. By this time the Library of Congress has, particularly in its supplements, either borrowed headings from my published list or consulted the same sources as I did to derive them. I cannot even indicate, as I had once planned to do, when the two lists are identical, since next month they may agree on the use of certain headings where such was not the case this month. There are instances, moreover, where I employ the same word or phrase as the Library of Congress uses, but with a corrected Catholic meaning, clarified at times by an explanatory note, more often through appropriate cross-references.

There remains the problem of how to deal with religious literature by non-Catholic authors in a Catholic library. If books by non-Catholic authors treat of topics common to Catholic and non-Catholic theology, e.g., Bible, Jesus Christ, hell, etc., they can be handled without discrimination, with only an occasional foot-note calling attention to over-stressed interpretations, manner of presentation, etc. For distinctively non-Catholic theology a terminology proper to each denomination should always carefully be chosen.

The degree of novelty in thus adjusting the card catalog in a major Catholic library for service to its users is not so great as to imperil adherence to standard systems, since by following the Library of Congress and the Vatican Library principles and practice the Catholic library is equipped practically with a uniform cataloging system.



## BOOK NOTES

*Compton's pictured encyclopedia and fact-index.* 1947 edition. Chicago, F. E. Compton and Company, 1947. 15 volumes. illus. ports. plates. Fabrikoid binding. \$94.50; Dura-cloth binding \$89.50

A quarter of a century ago the editors and publisher of Compton's set forth the following fundamental objectives in their first edition: "(1) accuracy and breadth of view; (2) interesting treatment, obtained by focusing the attention on the most striking, salient, and picturesque aspects of each topic discussed; (3) simplicity, clearness, and directness of language, without insulting the reader's intelligence by trying to 'write down' to him; (4) an abundance of illustrations which visualize and dramatize the text." Through the years the editorial board has maintained its high standard and constantly enlarged the scope and usefulness of this work through a continuous revision program.

The Director of Curriculum Research, Mrs. Hazel Ott, whose department is continuously engaged in surveys of educational trends through analyses of courses of study; and the Director of Library Service, Miss Leora J. Lewis, who travels from coast to coast to learn first-hand the needs of schools and libraries, work in consultation with a staff of artists and experts in every field of knowledge. Both of these department heads are alive to vision and inspiration; through their combined contributions, the 1947 edition has been expanded and perfected into a graphic and pictorial presentation of up-to-date material.

The writing throughout has a dramatic quality. The material in all fields is skillfully and fairly treated, and particularly free from bias. Teachers and librarians in Catholic schools may be interested to know that Dr. T. G. Foran, Dean of Education at the Catholic University of America, serves as curriculum adviser in the Catholic field, and Dr. William A. FitzGerald, former president of the Catholic Library Association, is Catholic library adviser. As examples of this freedom from bias, the reader is referred to two subjects (out of many): *Latin America*, and *Middle Ages*.

In connection with this, some may object that no treatment has been afforded the Catholic church in the main volume. In conformity with its policy as an undemonstrational reference work, *Compton's* lists Catholic church in the *Fact-Index*, with numerous references to specific topics. As examples of its treatment of Catholic subjects, the reader is referred (to name but a few) to *Knights of Columbus*, *Loyola*, *Monks and Monasticism*, *Papacy*, *Pius XII*, etc.

A comparison with the 1943 edition and several later ones shows important revisions in many fields. The material on all lands affected by the war has been revised and expanded. The young people will be particularly keen about the new articles on *The Pacific and its Myriad Islands*, for

there is a growing demand for books and information about the Pacific area. This article, illustrated with four pages of paintings done from life by a famous ecologist, portrays the character of these tropical islands by depicting in a most unusual color design the food industries, the animals, and edible plants of the Rain Forest. The article on the *Philippine Islands* has been completely rewritten in an arresting manner and will interest the casual reader as well as the student.

Other new and amended materials which seem important, judging by the reference questions coming over the desk in a busy children's room in a New York library, are the articles on *Polar Exploration*, *Arctic Regions*, and *Navigation*, *Canada*, extensively revised, now includes some interesting facts on Canadian literature. The article on *Polar Exploration* is dramatically presented and accentuated by numerous colored photographs.

Important additions have been made in social studies. In history, extensive revisions are found in discussions of countries like Germany, France, and Russia, and the material on *World History*, *World War II*, and the *United Nations* has been expanded and brought up to date. The history charts are valuable additions which will help to visualize facts as maps do space. New physical and political maps have been added for all major countries. Geography coverage has been improved by the addition of magnificent Special Purpose maps in color, showing the river basins of the United States, etc., and the Pictorial Products maps of the various countries. The colored political maps of the states, designed and revised by C. S. Hammond and Co., are outstanding for their ease of location achieved through complete indexing and exceptionally clear printing.

In science, some of the outstanding additions and expansions are found in *Jet Propulsion*, *The Moon*, *Atoms*, and *Infrared Radiation*. *Antiseptics* includes new information on streptomycin, tyrothricin, penicillin, and other drugs now coming into wide use. The article on *Winds* contains a "box" explaining colloquial and regional names of winds. Exceptional color charts illustrate important winds, their origin, and seasonal changes.

In literature, the new material on *Libraries* will interest teachers and librarians who instruct classes in the use of books and libraries. The accompanying annotated list of books, *Seven Stories High*, has been brought up to date by Anne Carroll Moore, the foremost authority in the field of Children's Literature. This list might well serve as a basic guide in selecting books for libraries, schools, and homes. Another valuable book list which has been revised is *The Choice of a Hobby*.

In browsing through the volumes I was reminded of a new subject being introduced in many schools—Intercultural Relations—and won-

## THE CATHOLIC LIBRARY WORLD

dered if the teachers had discovered the articles on *Play and Games*, explaining the games that are played around the world; *Folk-Lore*, telling of the tales, songs, and dances of many lands, accompanied by numerous illustrations of national costumes; *Story-telling*, containing a comprehensive, annotated list of the folk stories of the world.

Many direct color photographs, reproduced through a combination of offset lithography and intaglio printing, add life and beauty to the text. Outstanding examples of this process are the color photographs in the articles on *Birds*, *Flowers* and *Fruits*. Another striking improvement over the sepia illustrations used in previous editions is the use of the sheet-fed gravure process which brings out more brilliant contrasts and produces a third-dimensional effect. This medium has been used in some of the animal and flower pictures, for sculpture and fine arts.

All *Reference-Outlines* and *Bibliographies* (again divided into age-levels: Books for Younger Readers and Books for Advanced Students and Teachers) at the end of long articles as well as the *Fact-Index* have been revised, expanded and reset to conform to the new material.

What impressed this reviewer most about these volumes was the lack of condescension in the writing (for which the editors deserve a literary Oscar). The delightful variety and quality of the articles is complemented by the page design, maps, illustrations, and beautiful end papers. As I closed the last volume and wondered how to point up the new edition's greatest contribution to the education of young people, there came to mind a few lines from a lecture on *The Child* by Jacques Maritain, which seem to sum it up: "... beauty is the mental atmosphere and the inspiring power fitted to a child's education ... beauty makes intelligibility pass unawares through sense-awareness. It is by virtue of the allure of beautiful things and deeds and ideas that the child is led and awakened to intellectual and moral life." This edition has so much of beauty and good writing that it is worthy of a place in all schools and libraries.—HELEN M. BROGAN, *Children's Librarian*, 67th St. Branch, New York Public Library.

*World book*, ed by J. Morris Jones. Chicago, The Quarrie Corporation, c1947. 18 vols. illus. ports. maps

Having reviewed the 1942 edition of *World Book* (cf. CATHOLIC LIBRARY WORLD, 14: 21-22 Oct. 1942) it was fun to pick up where the reviewer had left off five years ago "to find this work still a treasure-trove of new things and old ...". By contrast this first post-war edition is much more exciting. The good qualities of the old have been carried over to the new but the new is strikingly superior in format, in scope, and in readability.

The sturdy binding, typical of *The World Book*, is still there but the page make-up reflects 1947 book arts at their best. Margins are nar-

rowed a bit; columns of print are extended; illustrations, including charts and diagrams, portraits and photographs, sketches and colored plates, point up the newer visual methods of teaching and learning and have been set into the page with an eye to balance and contrast. By the use of a better quality of paper than that of 1942 less ink was necessary and a cleaner, more evenly-blackened page results. It has served also to sharpen both half-tones and color prints even where 1942 engravings were repeated. Headings and subdivisions stand out with greater clarity as do the captions for plates and illustrations which are both identified and defined.

World War II has emphasized, among other things, that military progress is conditioned by factors of land, weather, water, climate, and distribution of raw materials; peace is similarly conditioned. Factors such as the location of world markets, Russia's geo-political position, Britain's isolation from her Commonwealth, and America's proximity to all of them by air, mean—adults aside—that our upper elementary and high school people must come to understand world geography much better and learn to read maps more accurately. This of course presupposes access to good maps. *The World Book* maps were especially prepared for it by the Hammond Company, nationally recognized map-makers. It is regrettable that these excellent maps do not carry their copyright dates. A close examination, however, shows the new Polish boundary terminated by the Curzon Line after *World War II* whereby Poland surrendered territory to Russia (cf. USSR map); there is also a statement on each of the European maps that final boundaries wait upon peace negotiations. Both these facts would seem to guarantee recency of copyright. Political maps indicate altitudes by color tones. In some cases the reds are a bit too deep for good legibility. (cf. *Germany*, *Colorado*, and *Idaho*) South America has an excellent colored map but there are no colored maps for the individual republics. The verso of most maps carry good gazetteers giving population, location, identification of place names and — for the U.S. — county seats. A particular feature of the two-page plate maps is their insertion on guards so that they open wide and flat. There is no centered margin. Additional black-and-white relief maps, economic and product maps, and export charts round out geography and history equipment for all the countries of the world.

Photography and color-print work were judged excellent in 1942 but by contrast with this edition the present work is far superior, especially in color fidelity. The group photography and play of contrasts are exquisite. For nature study there are 16 colored plates featuring more than a hundred of the leading groups in the animal kingdom. They range from the "ameba" to the "walrus". Flowers, fruits, insects, shells, minerals, mushrooms, and birds are similarly treated. For the last named there are 16 plates showing 72 varieties from the "Baltimore oriole" to the

## BOOK NOTES

"whippoorwill" in native plumages. Each picture carries its legend of mating habits and habitats and identifies the 48 state birds. With the current focus on pictorial knowledge abstractions like the *water cycle*, *sources of internal revenue*, *government*, *jet propulsion*, and many more too numerous to mention, are quickly grasped in their relations and functions. Diagrammatic outlines, portraits and illustrations for these and other topics too remote from the scene of learning to permit field trips are a good substitute for the concrete. There is, for example, an excellent diagram of the *gyroscope* which shows how it works as well as how it looks.

But revision was in no sense limited to external features and format. Post-war needs and interests were determined by meticulous surveys of courses of study by trained, experienced educators and specialists. Space permits mention of but few like Dr. William Scott Gray and Dr. Bernice E. Leary from the readability standpoint; Mrs. Beatrice S. Rossell and Eloise Rue from the library field, and an Editorial Advisory Board composed of eight deans and professors of education. Their aim is to provide information for the upper elementary grades and for high school people, and simple non-technical material for adults. Articles like *Baby*, *Juvenile Delinquency*, *Labor Unions*, and *Employers' Liability* were written largely for the adult whereas *Atomic Bomb*, *Aviation Medicine*, and *Electronics* point up the schools interest in things scientific. These subjects reflect up-to-dateness in scope. Another good test of recency is the fidelity with which dates are noted. This edition records the 1946 free election in Japan, death dates of authors like Ray Stannard Baker who died last year, and the canonization of Mother Cabrini; also the annual Nobel, Caldecott, and Newberry awards.

While there are many new topics, a goodly number of essential subjects have been transferred from the previous edition though scarcely a single article among them has come over unchanged. Those of a timeless nature like *Algebra* and *Calendar* have been reorganized and rewritten with a mind to clarity, interest and style, and in most cases, have been sharpened by timely illustrations and new diagrams. Others have been so completely revised and brought up-to-date that they practically amount to new articles, to cite but two *Roosevelts* and *Races of Man*. The articles on each of the 48 states are complete monographs of state history, geography, politics, economics, and social life. The write-up on Pennsylvania is so well done that schools and colleges would like to see it published as a separate article. The bibliography accompanying it includes nine *Pennsylvania Books for Younger Readers*—five of them by its native author, Marguerite De Angeli—and seven more titles for . . . *Older Readers*.

But the value of any reference work is ultimately determined by the satisfaction users derive from it. And to members of the CLA the question—"How adequately are Catholic topics treated?" is

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## THE CATHOLIC LIBRARY WORLD

a justifiable query. A careful check of all volumes reveals that more than two hundred articles of specific Catholic import were contributed by various authorities and each one of them has been authenticated by the Right Reverend Monsignor Fulton J. Sheen who needs no identification. Some of these treat of dogma and practice, namely *Bible*, *Extreme Unction*, *Immaculate Conception*, *Indulgence*, *Mary Virgin*, *Purgatory*, and *Trinity*. Others like *Eucharistic Congress*, *Saint Frances Xavier Cabrini*, *Saint Therese of Lisieux*, and biographies of currently appointed members of the hierarchy, such as Cardinals Spellman and Glennon, could not be had through our own *Catholic Encyclopedia*. This strong biographical accent is characteristic of the 1947 edition. The article on *Roman Catholic* includes a good general discussion and brief history of the Church from Apostolic times and ends with a reference to 77 *Related Subjects* for added information. Catholic schools will not only find this work useful but necessary to the curriculum in general and a very good supplement to other reference works of definitely Catholic content. Nor should the Catholic college overlook its usefulness. The style of article and coverage for practical courses like home economics and secretarial science provide recent information that is not otherwise easily assembled.

Other features of the work, cross references and bibliographies, follow excellent standards long ago established by W-B. But a very good change has been initiated in the two-part booklists at the ends of major articles in which *Books for Younger Readers* are differentiated from *Books for Older Readers*; those intended solely for adults, such as *Child*, have but one listing. Almost without exception the titles, both standard and new, are dated in the late '30's and early '40's and some few as late as '46. (cf. *Photography*) Three other departures in policy have to do with: 1), mode of pronunciation; 2), signed articles for all but very minor treatments; and 3), revised plan of the *Study Guide*. Heretofore pronunciation was indicated phonetically and by accent which is now obviated by capitalizing this syllable throughout. The *Guide* partakes more of the nature of a classified study aid and illustrated conspectus with its comprehensive outlines in forty-four major subject areas, giving for each a list of important persons and contributions. Of particular reference value is the section *Organizations and Agencies* which, in addition to the regular subject grouping, gives headquarter's address for each of the many societies listed. This section alone justifies the printing of the *Guide* for the average small library which would not have ready access to a large collection of directories.

Considering the wide range of subject-matter, flexibility of treatment, and continued usefulness from elementary into college years it is not too sweeping to say that the 1947 *World Book Encyclopedia* is an indispensable tool.—SISTER M. NORBERTA, I.H.M., *Director of Librarianship*, Marywood College, Scranton, Pennsylvania.

**Book survey: recommended books.** The Cardinal Hayes Literature Committee, Right Rev. Msgr. John T. Hartigan, chairman, 555 West End Ave., New York 24. Quarterly. \$2

The 1947 number of *The Book Survey* of the Cardinal Hayes Literature Committee signalizes the beginning of the second year of the new series of one of our most interesting, authoritative, and worthwhile Catholic book reviewing media. Suspended for a number of years, its first issue appeared in December 1946. New, modern and convenient, it has admirably continued the detailed review of new books, done so ably by its pre-war predecessor. In accordance with the aims of the Cardinal Hayes Literature Committee, set forth on the title page, it does not pretend to review only Catholic books. It aims at the encouragement of Christian literature as well as the critical evaluation of Catholic contributions. Under the direction of the Right Reverend Monsignor John J. Hartigan, S.T.L., Chairman of the Committee, and with the assistance of a large group of experts, the current output of American and British publishers has been seriously evaluated as befits the Catholic reader.

Since the Committee was originally organized in 1927, in compliance with an instruction of the Holy Office, *The Book Survey* can be looked upon and can claim for itself an official standing in its suggestions to Catholic readers. In this latter activity *Best Sellers*, published by the University of Scranton, has a much wider scope, both recommending and condemning the recent output of American publishers. *Best Sellers* too has the commendable merit of being very much up to date in its material. Appearing semi-monthly and in a more flexible format, it has a definite place amongst Catholic reviewing media. *The Book Survey*, quarterly and more rigid in form, can avail itself of this time lag in spreading this critical evaluation over a larger period.

In its December 1947 number, more than eighty books have been recommended by the members of the Committee. The largest group of these are in the field of religion and essays. Significant of the doldrums into which American fiction has fallen is the small number of titles in this field recommended by the Committee. Only four titles have met with their approval and recommendation. In the field of history and political science some outstanding Catholic contributions, such as Nussbaum's *Concise History of the Law of Nations* and Baykov's *Development of the Soviet Economic System*, Wertenbaker's third volume on American civilization *The Puritan Oligarchy* are included. In the field of religion, C. S. Lewis' *Miracles*, Monsignor Blunt's *Give this Man Place*, and Father Resch's *Autobiography of the Blessed Virgin* are included, to mention but a few. Miss Bryan's twenty-two selections of books for young people are conveniently divided into three general age levels for older, middle and youngest children. An interesting part of the survey is the editorial essay on books for Christmas with a comment on the constantly re-



## BOOK NOTES

curing Catholic recommendations for Christmas purchases.

Beginning with the March 1948 number, the next one to appear, the yearly subscription will be \$2.00. We heartily recommend *The Book Survey* to college and high school librarians as well as to members of the general reading public. We would like particularly to see it in libraries of such organizations as the Knights of Columbus and National Catholic Alumnae groups.

BROTHER A. THOMAS, F.S.C.

*The Fathers of the Church: The Apostolic Fathers.* Translated by Francis X. Glimm, Joseph M.-F. Marique, S.J., and Gerald G. Walsh, S.J. Cima Publishing Co. 401p. \$4

This is the first in a projected series of a seventy-two volume American Catholic translation of patristic writings, including "some works never translated before" (General Foreword). The constitution of the editorial board (flyleaf) is the guarantee of the excellence of these translations. Each translated work is preceded by translator's introduction recounting briefly the life and works of the author, and concluding with a "Select Bibliography". These are, I estimate, about a thousand footnotes and a ten-page index.

The patristic writings included in this volume are: the epistles of St. Clement of Rome (Glimm), of St. Ignatius of Antioch (Walsh), of St. Polycarp (Glimm), "The Letter of Barnabas" (Glimm) "The Shepherd of Hermas" (Marique), "Letter to Diognetics" (Walsh) and "The Fragments of Papias" (Marique).

This is a literally monumental project, superbly begun. Unfortunately, after a famine, a feast. There has never been an American Catholic translation of the Fathers; now two competing series are in progress. If there are enough funds to support both perhaps the competition will assure that the excellence of this volume will be sustained by subsequent volumes in both series.

JAMES V. MULLANEY.

BOYLAN, REVEREND EUGENE, O.C.R. *This Tremendous Lover.* Newman, 345p. \$3

Here is one of the most satisfying books of spiritual reading it has been our pleasure to encounter. Modern in its approach, vigorously correct in its doctrine, it has the meaty substance intelligent religious require in those hours directed to meditation and ascetical study. It will not be an easy book to read aloud. It is intended more for personal perusal. Such souls in the world as are prepared by knowledge or experience to digest the highest points in spiritual advance, as well as each serious member of our religious congregations, would be more than repaid in reading this scholastic approach to the problem of personal sanctification. Not the least helpful part of the book is the brief appendix with its admirable lists of related readings.

BURTON, MRS. KATHERINE. *Three Generations.* Longmans. 312p. \$3.50

Out of the rich vein of American Catholic biography which this convert author has so diligently worked, has come what we consider its finest ore. In the lives of the three women, Maria Boyle Ewing, Ellen Ewing Sherman and Minnie Sherman Fitch, we experience as many heroic natures, the early days of the Church in this country, and that national drama which culminated in the Civil War. More specifically we enter the lives of the daughter of an Irish immigrant, the wife of Senator Thomas Ewing, the wife of General Sherman, and his daughter, the belle of Washington. Here is a record of devotion to Church and home, of mothers and wives. It was a pleasure to read it and a privilege to recommend it.

RICHARD JAMES HURLEY.

BYRNES, JAMES FRANCIS. *Speaking Frankly.* Harper. 324p. \$3.50

This account of Mr. Byrnes' tenure as Secretary of State is largely the story of his attendance at various international conferences and his efforts to bring about peace. The discouraging results obtained have convinced him of the urgent need for the United Nations and the absolute necessity of American support for its continued existence.

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Simply written, it is a "must" for all who are interested in the course of our foreign policy and our continued efforts at peace-making on the international scene.

**CRUZAN, ROSE MARIE.** *Practical Parliamentary Procedure.* McKnight & McKnight. 202p. \$2.50

As our people join organizations they realize that as ordinary road traffic flows fastest and most steadily when guided by some traffic laws, so also the business which is the concern of a meeting flows fastest when guided by those traffic laws called parliamentary procedure. Miss Rose Marie Cruzan's volume will be an excellent manual for those seeking to learn how meets are conducted. Alert faculty moderators will call the attention of their student officers to this needed guide.

**ERSKINE, JOHN.** *Memory of Certain Persons: an Autobiography.* Lippincott. 439p. \$4

The publishers tell us that this is the life story of a scholarly man who made his mark as a teacher, author, musician and administrator of public enterprises. It is more than that for those who recall with nostalgia those quiet years of the pre-War I period. Teachers will greatly enjoy Erskine's experiences in the profession and his shrewd analysis of his own teachers. *Memory of Certain Persons* is a happy memory, replete with smile producing incidents. Our troubled world can welcome many more memoirs such as this.

BROTHER C. JUSTIN, F.S.C.

**HUGHES, Philip.** *History of the Church.* Vol. 3: Revolt against the Church: Aquinas to Luther. Sheed and Ward. 556p. \$4

Philip Hughes in this third volume of his planned history of the Church treats of Christendom from the death of Saint Louis IX of France in 1270 to the fateful year 1517 when Luther elected to post his 95 theses on the door of the Castle Church of Wittenberg. These nearly two hundred and fifty years were not quiet decades but rather largely a period of turbulence and trouble. That the author has succeeded so well in handling this painful period of transition is due to his skill in the selection and the compression of his materials. This is an exciting history to read and it will constitute excellent collateral reading for classes in Church History. The stimulating appendices and the well selected bibliography are added attractions.

**NEWCOMB, COVELLE (MRS. ADDISON BURBANK)** *Cortez the Conqueror.* Illus. by Feodor Rojankovsky, Random House. 111p. \$3

When Cortez landed in Mexico in 1519, he learned from the Indians about Montezuma, the

fabulous capital he had founded, and his vast power. Montezuma, fearing this invader as a threat to his authority, sent an ambassador to Cortez, warning him to depart. With her customary skillful ability to dramatize incidents and make her characters live, Miss Newcomb tells of Cortez's efforts to conquer Mexico for his king and his God.

This unusually handsome, oversize volume, in addition to its Catholic presentation of this frequently maligned historical figure, is notable for Rojankovsky's illustrations, with their wealth of remarkable archeological detail. For younger readers, and recommended to all.

**RAMUZ, CHARLES-FERNAND.** *When the Mountain Fell.* Pantheon. 221p. \$2.50

Written by Switzerland's outstanding contemporary representative in the field of belles lettres, this story tells in simple yet moving fashion of Antoine, a shepherd, his wife Therese, and their struggle for survival when a landslide in the Alps buried Derborence in its wake. Tense and gripping, its story is one of courage—depicting man's ability to survive all obstacles.

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**CATHOLIC ENCYCLOPEDIA.** N. Y., Robert Appledorn Co., 1907. 15v. Index, Reading Lists, Supplement 1922. \$35.

Large stock of Catholic and secular periodicals for sale or exchange. Address: Father Cajetan Pikus, Capuchin Monastery, Herman, Penna.

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